

**Texas Education Agency  
Standard Application System (SAS)**

**2018–2019 Pathways in Technology Early College High School (P-TECH) and  
Industry Cluster Innovative Academies (ICIA) Planning**

<b>Program authority:</b>	GAA, Article III, Rider 67, 85 <sup>th</sup> Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	February 23, 2018, to June 15, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, January 9, 2018	Place date stamp here.
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY JAN 11 - 9 PM 1:02 DOCUMENT CONTROL CENTER </div>
<b>Contact information:</b>	Heidi Flynn: PTECH@tea.texas.gov; (512) 463-9242	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
San Felipe Del Rio CISD	233901	Del Rio High School	
Vendor ID #	ESC Region #		
1741694073	15		
Mailing address		City	State      ZIP Code
PO Box 428002 – Administration Office		Del Rio	TX      78840-8002

**Primary Contact**

First name	M.I.	Last name	Title
Rogelio		Gonzalez	CTE Director
Telephone #	Email address		FAX #
830-778-4378	rogelio.gonzalez@sfdcr-cisd.org		830-778-4906

**Secondary Contact**

First name	M.I.	Last name	Title
Aida	V.	Gomez	Chief Instructional Officer
Telephone #	Email address		FAX #
830-778-4010	aida.gomez@sfdcr-cisd.org		830-774-9960

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Carlos	H.	Rios	Superintendent
Telephone #	Email address		FAX #
830-778-4007	carlos.rios@sfdcr-cisd.org		830-774-9840

Signature (blue ink preferred)

*Carlos Rios*

Date signed

1-9-18

Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 233901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – State Funds	See Important Note For Competitive Grants*	<input type="checkbox"/>
7	Payroll Costs (6100) – Federal Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) –State Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) – Federal Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) –State Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) –Federal Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) –State Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) – Federal Funds		<input type="checkbox"/>
11	Capital Outlay (6600) –State Funds		<input type="checkbox"/>
11	Capital Outlay (6600) –Federal Funds		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 233901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 233901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will work with the TEA chosen assistance provider as outlined in this RFA.

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate which grant you are applying for:

☒ P-TECH    ☐ ICIA    ☐ Both

Located in a small community on the Texas-Mexico border, San Felipe Del Rio CISD is a district with a population of about 10,500 students. Due to our rural and remote location, our Del Rio community has limited access to institutions of higher learning; however, SFDRCISD has not let this circumstance become a barrier to providing the best we can offer our students. In fact, SFDRCISD is not only determined to improve the quality of education, the District is specifically committed to developing a thriving P-TECH model which will enable our students to select a comprehensive health career pathway which will lead them to employment in STEM-related fields in our area.

With a population of over 2,500 students at Del Rio High School, the demographic makeup of the school is made up of roughly 93% Hispanic students; and nearly 86% of them are currently enrolled in CTE programs. Additionally, 71% of the entire population at DRHS are considered economically disadvantaged. These statistics reflect the need to serve our students with flexible opportunities to obtain a high school diploma, work credentials, certifications in various areas and an associate's degree. We believe in affording all students who will begin their freshman year in the fall semester of 2020 with an opportunity to enroll and participate in the P-TECH program. Due to the large student population and limited staffing during its first year, the Cohort 2020 will be selected by lottery.

Over the course of the past three years, San Felipe Del Rio CISD has worked to reform its only traditional high school, into four decentralized, but unified, learning environments conducive to rigorous and relevant instruction. Students entering high school in the District can now choose to attend classes within the traditional model, the SFDRCISD Early College High School, the Gerardo J. Maldonado CTE Center (which houses STEM-related CTE programs) and the Blended Academy (non-traditional learning environment).

Our community, San Felipe Del Rio CISD's Board of Trustees and superintendent of schools, Dr. Carlos Rios, wholeheartedly believe in supporting a strong commitment to provide the best possible education for our students regardless of the geographical area in which we live so that they can be fully prepared to transition into the job market - particularly within STEM-related jobs in our city, across Texas and across our nation. Most importantly, the District believes that in order to accomplish this, our students need to be supported within innovative high school models that align course pathways and implement wrap around services which would lead them to achieve a successful education and career. This is why adding a fifth learning environment, a Pathways in Technology Early College High School (P-TECH) specifically dedicated to health careers makes perfect sense.

To support this claim, SFDRCISD researched recent reports and data from the Texas Workforce Commission. This study revealed that the city of Del Rio and Val Verde County exhibit a critical need for a variety of health-related careers; such as registered nurses, licensed practical and vocational nurses, radiologic technicians and physical therapists. Moreover, Val Verde Regional Medical Center, who is and will continue to be SFDRCISD's participating business partner, confirms the need to fill future vacancies as professionals in these areas will soon transition towards retirement. This leads our school district with the essential task of revisiting and expanding our current interactive partnership with Val Verde Regional Medical Center and Southwest Texas Junior College to collaboratively develop a P-TECH model which will align coursework, work experiences and industry certifications that will that will support student education and goals, ensure reachable career opportunities and address the gaps within our local workforce.

With this in mind, San Felipe Del Rio CISD hopes to achieve the following:

1. Develop a comprehensive P-TECH Program/Course of Study and Crosswalk template which will lead towards an Associate of Applied Science (AAS) degree in Registered Nursing or Radiologic Technology, or an Associate of Science (AS) degree for students who wish to pursue a 4-year program at a university. Both programs will incorporate

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

work-based education experiences, such as job shadowing, clinical internships and apprenticeships for students in 9th-12th grades.

2. Develop a comprehensive Recruitment/Marketing Plan constructed in collaboration with Southwest Texas Junior College and Val Verde Regional Medical Center which will provide students, parents and the community with information about the PTECH program as early as 7th and 8th grade.

3. Develop a comprehensive Support & Mentorship Plan which will incorporate job shadowing beginning with the students' freshman year in high school and transitioning into cooperative, clinical and/or internship programs which will guarantee a). first consideration when seeking employment with Val Verde Regional Medical Center; and b). an academic mentoring plan, which in collaboration with Southwest Texas Junior College, will support intervention and acceleration services for students.

4. Develop a comprehensive program for building teacher capacity in course development, curriculum development and planning, teacher credentialing and sustained professional development. This initiative will be a foundational piece for the development of the P-TECH program and the primary focus in the planning year as reflected in the proposed budget.

In summary, San Felipe Del Rio CISD is entirely excited about the opportunity to incorporate another innovative high school model which supports our efforts to redesign the traditional high school program. By teaming up with Southwest Texas Junior College and Val Verde Regional Medical Center, we will form a strategic alliance and partnership, leading towards the establishment of the P-TECH Implementation Plan. In the interim, this initiative will be led by SFDRCSID's CTE Director, and will take the role of the project coordinator. SFDRCSID remains committed to move forward and would like to pursue the P-TECH designation, even if the District is not awarded the planning grant in this cycle.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Program authority: GAA, Article III, Rider 67, 85<sup>th</sup> Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)

Grant period: February 23, 2018, to June 15, 2019

Fund code: 429 (State), 289 (Federal)

**Budget Summary**

Schedule #	Title	Class/ Object Code	State Funds (50%)			Federal Funds (50%)		
			Program Cost	Admin Cost	Total Budgeted Cost	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$5,000	\$0	\$5,000	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$10,000	\$0	\$10,000	\$15,000	\$0	\$15,000
Schedule #9	Supplies and Materials (6300)	6300	\$5,000	\$0	\$5,000	\$0	\$0	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$5,000	\$0	\$5,000	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$10,000	\$0	\$10,000
Total direct costs:			\$25,000	\$0	\$25,000	\$25,000	\$0	\$25,000
Percentage% indirect costs (see note):			N/A	\$0	\$0	N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$25,000	\$0	\$25,000	\$25,000	\$0	\$25,000

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$25,000	\$25,000
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result:	\$2,500	\$2,500
This is the maximum amount allowable for administrative costs, including indirect costs:		

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the boxes with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100) – State Funds				
County-district number or vendor ID: 233901			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (State Funds)
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
<b>Other Employee Positions</b>				
15	Title			\$
16	Title			\$
17	Title			\$
18	Subtotal employee costs:			\$0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
19	6112	Substitute pay		\$
20	6119	Professional staff extra-duty pay		\$5,000
21	6121	Support staff extra-duty pay		\$
22	6140	Employee benefits		\$
23	61XX	Tuition remission (IHEs only)		\$
24	Subtotal substitute, extra-duty, benefits costs			\$5,000
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$5,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #7—Payroll Costs (6100) -Federal Funds</b>			
County-district number or vendor ID: 233901		Amendment # (for amendments only):	
<b>Employee Position Title</b>	<b>Estimated # of Positions 100% Grant Funded</b>	<b>Estimated # of Positions &lt;100% Grant Funded</b>	<b>Grant Amount Budgeted (Federal Funds)</b>
<b>Program Management and Administration</b>			
1 Project director			\$
2 Project coordinator			\$
3 Support Staff directly working on the program			\$
<b>Other Employee Positions</b>			
4 Title			\$
5 Title			\$
6 Title			\$
7	<b>Grand total:</b>		<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #8—Professional and Contracted Services (6200) – State Funds**

County-district number or vendor ID: 233901

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted (State Funds)
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Professional Development – Dual Credit, SAC Certification, Science Teacher training	\$5,000
2	Professional Development – P-TECH, STEM	\$5,000
3		\$
4		\$
5		\$
6		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$10,000</b>

**Schedule #8—Professional and Contracted Services (6200) – Federal Funds****Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted (Federal Funds)
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Tuition & Fees for Teacher Certification; SAC Certification	\$10,000
2	Professional Development – P-TECH, STEM	\$5,000
3		\$
4		\$
5		\$
6		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$15,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.**For TEA Use Only**

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<b>Schedule #9—Supplies and Materials (6300) – State Funds</b>		
County-District Number or Vendor ID: 233901		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted (State Funds)</b>
6300	Total supplies and materials that do not require specific approval:	\$5,000
<b>Grand total:</b>		<b>\$5,000</b>

<b>Schedule #9—Supplies and Materials (6300) –Federal Funds</b>		
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted (Federal Funds)</b>
63XX	Technology not capitalized	\$0
	Specify purpose:	
Subtotal supplies and materials requiring specific approval:		\$0
6300	Total <b>non-consumable</b> supplies and materials that do not require specific approval:	\$0
<b>Grand total:</b>		<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400) – State Funds</b>		
County-District Number or Vendor ID: 233901		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted (State Funds)</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$5,000
<b>Grand total:</b>		<b>\$5,000</b>

<b>Schedule #10—Other Operating Costs (6400) – Federal Funds</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted (Federal Funds)</b>
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$0
<b>Grand total:</b>		<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600) – State Funds				
County-District Number or Vendor ID: 233901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (State Funds)
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2				
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #11—Capital Outlay (6600) – Federal Funds</b>				
County-District Number or Vendor ID: 233901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (Federal Funds)
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2	Classroom laptops	10	\$1,000	\$10,000
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>Grand total:</b>				<b>\$10,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 233901

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In reviewing the Top 25 Occupations by Help Wanted Postings between January 2017 and October 2017 for Val Verde County, we have found that Registered Nurses (ranks #1), followed by secondary school teachers (ranks #3), Licensed Practical & Vocational Nurses (ranks #8) and other medical and health career jobs rank within the top 25 occupational shortages in the county (the city of Del Rio being the county seat).

If we take a look at our current high school program (noted earlier in the executive summary), San Felipe Del Rio CISD transformed its traditional high school model into four smaller decentralized learning environments. Each learning environment supports and serves the students individual needs for achieving a high school diploma and a post-secondary education. Two of these smaller environments include the Gerardo J. Maldonado Career and Technical Education Center, which houses a few STEM programs such as Engineering, Construction and Welding into a separate satellite campus for Del Rio High School; and the SFDR CISD Early College High School, which sits adjacent to Southwest Texas Junior College and Del Rio High School. Although these two programs offer remarkable opportunities for students to participate in early college high school, they are not designed to fit the P-TECH/ICIA model. However, with proper guidance and support through the P-TECH/ICIA grant, Del Rio High School could hone in on a great need to develop and expand the existing Health Careers Program at Del Rio High School into a P-TECH model which will align coursework, work experiences and industry certifications that will that will support student educational goals and the need to address the needs of the local workforce.

Currently, the Health Careers program offers certifications in the following areas:

- (C.N.A.) Certified Nurse Assistant Certification
- (EMT) Emergency Medical Technology Certification
- (CPhT) Pharmacy Technology Certification
- Healthcare Provider BLS/CPR
- (OSHA) Occupational Safety and Health Administration

However, through the Pathways in Technology Early College High School (P-TECH) Planning grant, San Felipe Del Rio CISD could align and expand coursework to ensure reachable career opportunities in nursing, radiology, and other related jobs to address the gaps within our local workforce.

Additionally, through this grant, San Felipe Del Rio CISD has the need to develop teacher capacity to meet creditaling requirements, address coursework requirements and support growth of this model and future expansion into other STEM related career models. It is the expectation that the District will continue to support career opportunities for its educators and future students.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 233901

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Develop a comprehensive program for building teacher capacity in course development, curriculum development and planning, teacher credentialing and sustained professional development. This initiative will be a foundational piece for the development of the P-TECH program and the primary focus in the planning year as reflected in the proposed budget	The major portion of this grant would address the need to build teacher capacity through professional development, training and credentialing, so that they can be prepared to teach the required courses, counsel and mentor students within the P-TECH program.
2.	Develop a comprehensive P-TECH Program/Course of Study and Crosswalk template which will lead towards an Associate of Applied Science (AAS) degree in Registered Nursing and Radiologic Technology, or an Associate of Science (AS) degree for students who wish to pursue a 4-year program at a university. Both programs will incorporate work-based education experiences, such as job shadowing, clinical internships and apprenticeships for students in 9th-12th grades.	This portion of the grant would address any specialized training necessary to develop curricula and instruct courses; extra duty pay (stipend) for the course instructors within the P-TECH program. Additionally, the grant would support any expenses for travel to visit exemplary and best practice schools; and laptops for curriculum development and implementation.
3.	Develop a comprehensive Support & Mentorship Plan which will incorporate job shadowing beginning with the students' freshman year in high school and transitioning into cooperative, clinical and/or internship programs which will guarantee a). first consideration when seeking employment with Val Verde Regional Medical Center; and b). an academic mentoring plan, which in collaboration with Southwest Texas Junior College, will support intervention and acceleration services for students.	This portion of the grant would address the development of a mentoring plan which will provide additional intervention and acceleration services for students. During the planning year of the grant, course instructors will assist in developing marketing strategies for middle school students to generate interest in the P-TECH program.
4.	Develop a comprehensive Recruitment/Marketing Plan constructed in collaboration with Southwest Texas Junior College and Val Verde Regional Medical Center which will provide students, parents and the community with information about the PTECH program as early as 7th and 8th grade.	This portion of the grant will address the development of a marketing plan which will include the development brochures and videos to market the new P-TECH program.
5.	Develop a Sustainability & Management Plan for the P-TECH program in collaboration with the Leadership Design Team/Advisory Council to prepare for the strategic direction of the P-TECH model and future P-TECH models.	This portion of the grant will address the need for establishing a formal advisory council which will meet quarterly throughout the grant for updating the progress, reviewing needs, and completing the evaluation of the P-TECH project.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 233901

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Leadership Design Team Quarterly Reviews	1.	Meeting Agendas
		2.	Progress Tracker
		3.	Summary Reports (Data Collection, Needs Assessment, Problem Correction)
2.	P-TECH Health Careers Course of Study/Crosswalk	1.	Aligned coursework/curriculum/credits meet appropriate pathway towards associate's degree
		2.	Aligned job shadowing, clinical internship and apprenticeships
		3.	Students reaching employment through business partner
3.	Support & Mentorship Plan	1.	Developed process and plan for addressing student needs
		2.	Tutoring/Support schedule from SWTJC and P-TECH faculty
4.	Teacher Capacity	1.	Professional development plan for course development/ P-TECH/ teacher credentialing, etc.
		2.	Completion of teacher training – certificates of completion, credentialing
5.	Recruiting/Marketing Plan	1.	Presentation during Career Fair at Del Rio Middle School
		2.	CTE Parent Night Presentation
		3.	Presentations at SWTJC and VVRMC

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Throughout the course of the project, San Felipe Del Rio CISD plans to hold meetings with the Leadership Design Team/Advisory Council at minimum on a quarterly basis to continuously review the progress of the project development and planning for implementation of the P-TECH Health Careers Program at Del Rio High School. This method will ensure that data is reviewed by all key stakeholders (District, CTE, Southwest Texas Junior College and Val Verde Regional Medical Center) to ensure that all of the project strategies are on target and to troubleshoot areas in which problems may arise so that solutions can be identified and used to correct issues involving the implementation of the P-TECH program. These meetings would also be a great opportunity for the team to receive advisory and support from the technical assistance provider.

In addition to these meetings, collaborative planning meetings will be held with faculty on a weekly basis for deep review of student academic and attendance data. These meetings will allow teachers to work on curriculum and course needs as well as develop a support and mentorship plan for students needing intervention and accelerated instruction.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 233901

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the proposed P-TECH or ICIA school structure and how the program will establish a recruitment and enrollment process that will meet the open-enrollment requirements of this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A unique aspect of the P-TECH Health Careers Program will be its target population. Like many high schools, DRHS offers college credit to academically advanced students, however, the P-TECH Health Careers Program intends to extend these kinds of opportunities to students from groups that are traditionally underserved and underrepresented in higher education.

The P-TECH program will begin as a small school within a school model which will focus on low-income students—those for whom a smooth transition into post-secondary education is now problematic. These include students who are highly motivated but have not received the academic preparation necessary to meet high school standards, students who are English language learners, students whose family obligations keep them at home, and students for whom the cost of college usually is prohibitive.

As mentioned in our executive summary, 71% of the entire population at DRHS are considered economically disadvantaged and over 93% are Hispanic. Although this may be a large number, the District seeks to use an open enrollment application process to determine which students truly would benefit from this program. From this pre-screening process, a minimum of 50 students will be selected for the first year cohort.

Because recruitment serves as a crucial and foundational part of the process, San Felipe Del Rio CISD will implement the following activities:

**Recruitment Plan**

Strategy	Examples
Recruit at Del Rio Middle School & DRHS	Presentations at CTE Career Fair; Parent Night; Counselor referrals; letters to parents and directly to students
Community Outreach	Presentations at Val Verde Regional Medical Center and Southwest Texas Junior College; community organizations and churches
Media	Website announcements; newspaper; radio & social media in English and Spanish

**Selection Criteria**

Selection Criteria	Examples
Demographic criteria	Low income family; English Language Learners; students who receive special education or Section 504 services; and first-generation college students
Motivational Criteria	Interest in health careers profession; specifically radiology; nursing; EMT, Phlebotomy, etc.
Behavioral Criteria	Must be drug free; not have serious disciplinary issues

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 233901

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe how you will provide for a program/course of study that enables a participating student to combine high school courses and postsecondary courses. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Felipe Del Rio CISD has partnered with Southwest Texas Junior College to offer dual-credit courses. However, both partners will collaborate to develop a clear and comprehensive plan of study for students who wish to pursue an Associate of Applied Science (AAS) degree in Registered Nursing or Radiologic Technology, or an Associate of Science (AS) degree if the student wishes to pursue a 4-year program at a university.

Supporting students in college classes begins with the development of a thoughtful Scope & Sequence. Both Del Rio High School and SWTJC faculty will first ensure that each course helps to build skills and knowledge that students will need to be successful in their health career field. High school courses should explicitly prepare students for the demands of their college courses, and workplace learning experiences (job shadowing, clinicals and internships) should reinforce lessons learned in academic courses and prepare students for the expectations of the world of work.

Moreover, as instructors begin deep collaboration in the development of the pathway, partners will also develop a plan to incorporate an advisory course as part of the student's program each year. Advisory provides a structure and a set of practices for monitoring and supporting students' academic progress and college and career readiness throughout their high school career. Often, a student's advisory teacher (or advisor) is the primary point of contact for that student (and his/her family) as they navigate the P-TECH school program.

**Statutory Requirement 3:** Describe how you will allow participating students to complete high school and receive the required diplomas, certifications and work-based education experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students who will enter the P-TECH Health Careers Program will follow an individualized program which may extend up to six years after they have begun their high school career. San Felipe Del Rio CISD will develop a framework which will help students discover their interests and empowers them to choose the educational pathway that can lead to success in high school, college, and in their chosen career. It also provides opportunities for Val Verde Regional Medical Center to interact with the P-TECH Health Careers Program through workplace experiences (job shadowing), internships and apprenticeships.

A Scope & Sequence will provide the pathway for all students to earn their college degree. All students will move through the same sequence of courses, but depending on their strengths and needs, may move through them at different rates. Some students may accelerate through the program in less than six years, while others may take the entire six years to complete their degrees. In each case, the Scope & Sequence of courses should provide a seamless integration of high school and college requirements. In this way, the program will provide sufficient structure and support for any student to complete his/her degree in six years.

**Sample Plan**

Subject	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Grade 14
English	English I	English 2	English 3	English 4 (DC)		Composition
Math	Algebra I	Geometry	Algebra 2	I-CAT	Pre-Calculus	
Science	Biology	Chemistry	Ana&Phys I (DC)	Ana&Phys 2 (DC)	Radiolgy(24h)	Radiolgy(15h)
Soc. Studies	BIM (DC)	World Hist.	U.S.History(DC)	Gov't/Eco. (DC)	Psych.	
Foreign Lang.	Span. I	Span. 2	Advisory	Advisory	Advisory	Advisory
Fine Arts	Advisory	Advisory	Art(1yr.)			
P.E./Electives	PE (1 yr.)	Med. Term	Hlth Sci. Theory	Hlth.Sci. Pract.	Elective	
Work Exp.	Shadow 1	Shadow 2	Clinicals	Clinicals	Internship	Internship

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 233901

Amendment # (for amendments only):

**Statutory Requirement 4:** Describe how you will provide students with flexible class scheduling and academic mentoring. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The sample schedule shared in Statutory Requirement 3 identifies a possible pathway leading towards an associate of applied science degree in radiologic technology. This sample schedule is flexible and can be adjusted so that students can decide which courses they can access during this 9-14 model. Although this basic model identifies coursework which can be implemented during a typical semester schedule, it can also be modified to include academic mentoring and can be expanded to include options for students to take coursework during the summer sessions.

The proposed P-TECH model will incorporate an advisory course as part of the student's program each year. Advisory provides a structure and a set of practices for monitoring and supporting students' academic progress and college and career readiness throughout their high school career. Often, a student's advisory teacher (or advisor) is the primary point of contact for that student (and his/her family) as they navigate the P-TECH school program. Students will plan with the assistance of the guidance counselor/advisor to determine which instructional model works for them and to plan for academic mentoring which will also be incorporated into the students schedule. It is our hope to develop a more detailed tutoring/mentoring plan during the planning portion of this grant.

**Statutory Requirement 5:** Describe how you will provide the program at no cost to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Several years ago, an instructional partnership was created for the dual credit program between Southwest Texas Junior College and SFDRCSID. The Memorandum of Understanding associated with the instructional partnership commits the District to funding the tuition and fees for enrolled students. This instructional partnership has grown with the addition of the early college high school model, students are afforded the opportunity to take college level (dual credit) courses at no cost to them.

Expanding our current partnership with Southwest Texas Junior College to include the Val Verde Regional Medical Center to develop a P-TECH model which will align coursework, work experiences and industry certifications that will support student education and goals towards an Associate of Applied Science (AAS) degree in Registered Nursing or Radiologic Technology, or an Associate of Science (AS).

Additionally, during the annual budget process, San Felipe Del Rio CISD ensures that Federal, State and Local allocations are based on the necessary resources (e.g. textbooks, supplies, tuition) to support instruction of students.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 233901

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe possible institutions of higher education partners and how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The P-TECH Health Careers Program at Del Rio High School will begin with a strong partnership between the school district, college, and employer. Through their collaboration, the P-TECH Leadership Design/Advisory Team will provide the resources necessary for a successful start-up. San Felipe Del Rio CISD hopes to partner with Southwest Texas Junior College to provide students with the education they need to reach their Associate in Applied Science degree in nursing or radiologic technology.

Through their partnership, the District hopes to participate in deep collaboration and planning of coursework and pathways to meet the academic needs of each student. With this in mind, instructors will participate in collaborative meetings to systematically align courses to develop a Scope and Sequence of courses which will lead students to reach their goal of achieving their degree. With the pathways clearly defined, Del Rio High School and SWTJC can focus on how best to support students in succeeding in the coursework and deepening student experiences in the workplace.

**Statutory Requirement 7:** Describe possible business partnerships that the school will establish, list the types of businesses, proposed work-based education for students and describe how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Felipe Del Rio CISD currently partners with Val Verde Regional Medical Center in providing some work experiences and clinical internships for students. In discussing our interest to apply for the P-TECH/ICIA grant, hospital officials were eager to share the needs of the current workforce and how partnering with the District would provide a solid solution for addressing the needs of our community. Though this conversation, SFDR CISD learned that VVRMC would not only assist in providing work experiences for the students to be career-ready, but will continue to offer their future employees with continuing education through their affiliate company, Methodist Healthcare – San Antonio. Collaboratively, the District, VVRMC and SWTJC would develop a comprehensive P-TECH program that would develop highly skilled health care workers.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 233901

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how you will work with the Workforce Development Board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The San Felipe Del Rio CISD CTE Director currently serves on the Middle Rio Grande Development Board representing the education cluster. He has been a member for over four years. As a designee of the P-TECH committee, SFDRCSID will network with local and regional workforce boards to make them aware of the health science pathways and the need for their support of the SFDRCSID P-TECH initiative. Students involved in the program will register with the local workforce agency to see if they financially qualify for any post-secondary educational training program vouchers. Awareness of local opportunities will be shared with students via guest speakers or training sessions not limited to the following:

- Career Counseling, Skill Assessment
- Career Planning, and;
- Occupational Skills Training

Some of the programs can be tailored to meet local and area wide employer deficiencies in health related fields. Information on the progress of the P-TECH program will be shared by school administration during local and regional meetings. The Workforce Development Board would be able to then identify eligible training providers who could assist with developing local plans or consolidate regional plans.

**Statutory Requirement 9:** Describe how you will ensure that P-TECH or ICIA students are entitled to the benefits of the Foundation School Program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District strives to maintain financial stability in all programs and operations of the district. The budget process is part of a continuous cycle of planning and evaluation to achieve campus and district goals. Budget planning meetings include central administration, campus administration and department heads. The district has implemented the outcome-focused budgetary approach for campuses. The campus conducts a comprehensive needs assessment, develop goals and strategies and budget to meet their needs. The campus has full discretion to budget their allocation using an outcome-focused approach comes with the accountability for the effectiveness of the student outcomes.

SFDRCSID remains committed to the P-TECH designation and formation of a partnership with Southwest Texas Junior College and Val Verde Regional Medical Center by prioritizing budget allocations to maintain this program.

SFDRCSID receives weighted funding for eligible full-time equivalent (FTE) students (grades 9–12) in approved Career and Technology Education (CTE) programs. Students participating in the P-TECH Health Career Program for grades 13 and 14 will be afforded the same benefits and services to those in grades 9-12.

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### Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 233901

Amendment # (for amendments only):

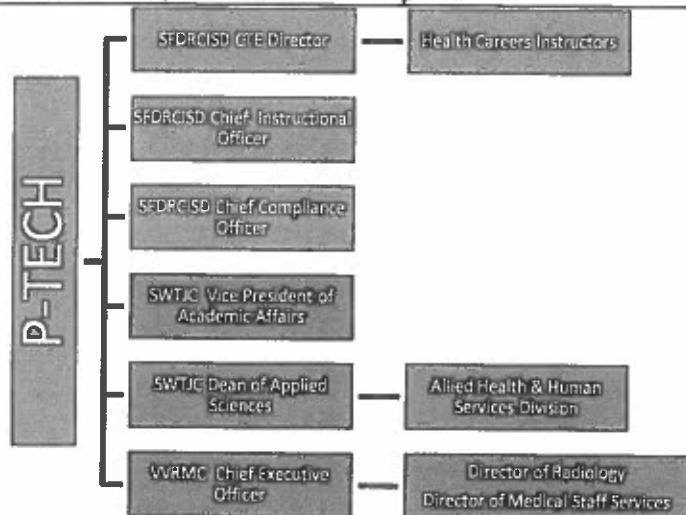
**TEA Program Requirement 1:** Describe the team that will complete the implementation plan and how you will ensure the implementation plan is completed by the required due date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Felipe Del Rio CISD will organize the P-TECH Leadership Design team under the direction of the CTE Director, Chief Instructional Officer and the Chief Compliance and Accountability Officer. Together they will collaborate with Southwest Texas Junior College and Val Verde Regional Medical Center leaders to design the components of the P-TECH campus including pathways, coursework, and the plan for workplace learning experiences.

This team will hold bi-monthly meetings with established timelines for accomplishing tasks outlined the implementation plan. During the course of these meetings, design meetings will be organized as required with the Technical Assistance Provider on a quarterly basis (at a minimum) throughout the grant period to review the development and progress of the plans for full implementation of the project in the 2019-2020 school year.

During the course of these meetings, the P-TECH Leadership Design Team will use a progress tracker for monitoring the status of each plan/project, and compile a summary report so that the team, along with the technical assistance provider can review progress, concerns and strategies to ensure the P-TECH plan is on schedule for implementation.

**TEA Program Requirement 2:** Describe the committee structure that will be put into place to provide leadership, communication and decision making for the P-TECH or ICIA program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.



The P-TECH Leadership Design/Advisory Team structure will be collaborative at all levels to ensure communication and decision making at the executive level. During the course of the planning year, SFDRCISD intends on reviewing the idea of employing a project facilitator/director to assist the CTE director in overseeing the P-TECH program.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 233901

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the structures and systems that will be put into place to strengthen both the academic and social/emotional skills necessary for high school and college readiness, as well as provide academic and social/emotional support for students to be successful in rigorous academic and work-based educational experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to strengthen the academic structure of this program, SFDRCISD will develop a comprehensive program for building teacher capacity in course development, curriculum development and planning, teacher credentialing and sustained professional development. This initiative will be a foundational piece for the development of the P-TECH program and the primary focus in the planning year as reflected in the proposed budget.

In partnership with Southwest Texas Junior College and Val Verde Regional Medical Center, Del Rio High School can design a foundational P-TECH model which will provide rigorous academic and work-based programs that provide students with clear pathways to skilled employment opportunities in nursing and radiology, in addition to other healthcare professions while also responding to local workforce needs.

Together, all partners will develop a clear plan to support students academically with the development of a thoughtful Scope & Sequence. Del Rio High School and SWTJC faculty ensure that each course helps to build skills and knowledge that students will need to be successful in their health career field.

Through embedded Advisory blocks, counselors and teachers will prepare students for the demands of their college courses and workplace learning experiences (i.e. job shadowing, clinical work experiences and internships) by checking student progress and needs continuously so that opportunities are provided for lesson reinforcement and social/emotional preparation for collegiate courses and the expectations of the world of work.

**TEA Program Requirement 4:** Describe the methods and timeline that the campus will utilize to ensure that the campus becomes a Texas Success Initiative assessment site by 2019–2020. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Del Rio High School and Southwest Texas Junior College are active Texas Success Initiative Testing sites which use the Accuplacer assessment to determine students readiness for college-level course work in the areas of reading, writing, and mathematics. The current methods will continue to ensure implementation by the 2019-2020 school year.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 233901

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 233901

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 233901

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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